



National Newsletter

November 2010

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South African Montessori Association **Message from the President:**

Dear Fellow Montessorians

I was fortunate enough to attend a dinner last week for the Kidney Beanz Trust. This trust does so much for children suffering from severe kidney disease. What an eye-opener and humbling experience. These little children go through so much – not only on a physical level, but socially, emotionally and spiritually as well. This was evident from the testimonies given by children, parents and the doctors and nurses that treat them.

I was left wondering what happens to the children's schooling, as many of them spend months in hospital. I later discovered that the ward where these particular children are does in fact have a 'classroom' of sorts where therapists and some volunteer teachers go in and work with the children.

How wonderful would it be if we could start an initiative through our schools to support hospitals and nursing facilities in our areas with Montessori equipment that we are replacing or perhaps have surplus of. Primary and high school students could even volunteer their time to going into the facilities and demonstrating to the children how the materials are used.

Community service is a vital part of our children's education. I look forward to getting feedback from you on ideas that we could explore in this regard.

The theme of this month's newsletter is **The Essence of Creativity**. Thank you so much for the interest in this – the record number of submissions for this newsletter bears testimony to your passion for Montessori.

As I am one of those non-arty people, I have learned that creativity doesn't only present itself through drawing and painting. Being creative in the way you handle a difficult situation, or address a disruptive issue in a classroom can be expressions of your creative tendencies! (Montessori herself identified creativity as a tendency of man.) Look out for these moments in lives – and tell your colleagues when you witness a special and unique approach to something! We all like to be valued.

With the year drawing to its most busy time, I wish you all the best!

Heidi van Staden

SAMA PRESIDENT

THE ESSENCE OF CREATIVITY

*The glow of life,
is inflamed in us all,
when we are born,
it is installed.*

*It is our choice,
what we do with
this gift,
maybe you'll help
others,
learn and uplift.*

*The world creates,
vast possibility to
escape,
hopefully instead,
you will choose to
reshape.*

*Your life is your
own,
to do what you
please,
I do hope you bask,
in its many glories.*

--Maples

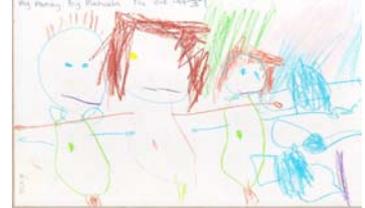
The best people in this world
are the ones that give
without remembering and
receive without forgetting!

Today's world is very different from the one in which I grew up. It's typified by extreme pace-it's ever changing, fast and dynamic and coping is vital. In the past, "must have traits" to cope included self esteem, self-reliance and discipline coupled with good schooling.

The challenge today however is that these must have traits have proved insufficient to adequately cope in today's environment. And the vital missing X-factor, identified by many imminent authorities on early childhood development and education, is "creativity".

So what is creativity? A few choice and brief answers to this question describe creativity as:

- Ability to be Versatile
- Flexible
- Adaptive
- Ability to make decisions in a changing world



A more comprehensive definition is offered by Reynold Bean who defines it as, "The process by which an individual expresses his basic nature through a form or medium in such a way as to produce a feeling of satisfaction in himself; it results in a product that communicates something about that person to others."

Bean's explanation is an interesting grasp on creativeness as it distills the essence thereof as the composition of 2 core parts, namely,

that it begins as an internal process

which produces a visible product.

And under "product" we can include items made by one's hands (such as a painting), or one's body (such as dance, or even telling a story).

But surely the value in creativity goes beyond simply producing a feeling of satisfaction in the individual? During the Industrial Revolution people were rapidly replaced by machines in the workplace. Today we see this trend continuing as computers replace the repetitive tasks that humans performed in industry; and leading edge software applications result in reduced labour being required in clerical positions. But in spite of this "progress," the creative element of most jobs-professional and other will continue to prevail where individuals are equipped to adapt to and positively exploit changing circumstances. For knowledge is only one side of the coin. Knowing how to use that knowledge creatively goes to the heart of surviving in our modern and dynamic world.

As a Montessori educator I understand the high duty of care we are entrusted with as custodians of children in their formative years as we facilitate their acquisition of crucial life skills .This can only be truly achieved by following a holistic approach as we educate the whole child..... not merely the child's intellect, but crucially the child's emotions too. As Dr Montessori so aptly expressed it when she said,

"The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand and still less to force him to memorise, but so to touch his imagination as to enthuse him to his innermost core."

So as educators how do we effectively nurture the emotions and “innermost core” of our children? The so termed “Creative Subjects” are key to developing a strong emotional quotient and provide core learning within a holistic education.

The creative subjects include literature, music and movement and arts and crafts. What is wonderful about these subjects is that to create an artwork in whatever medium, or music, or even a dish of food, a child must use the knowledge he/she has acquired. And in doing so the child has to decide how to apply that knowledge and make adaptations (such as changing the paint colour, rectifying the paint splodge, adding the missing ingredient) as he/she works and progresses towards creating something tangible.

As children continue to enjoy opportunities to create they realize that they can do things on their own. This awareness builds confidence and encourages them to create again and again. Building confidence and the acquisition of a “can do” mentality is true empowerment which the creative subjects so effectively kindle and “enthuse to (the child’s) innermost soul.”

In summary then, what are some of the recognised benefits of creativity?

- **It encourages lateral thought and problem solving which builds self esteem.**
- **It stimulates cognitive development. What to do and how to do it.**
- **It encourages communication and expression of feelings**
- **It encourages personal growth and provides a means of releasing emotions**



In essence creativity is individual, it’s intrinsically inspired and is a form of self expression which reveals much more to us about the child.....but most importantly it’s not value based. Crucially for the child this approach emphasises that there is no right or wrong way to be creative, all creations are valid and there is no approval or disapproval - with the positive result that the child’s sense of self worth is entrenched.

Each of the creative subjects is themselves the subject of a large body of work by educationalists. However space does not permit a discussion of these subjects in this article.

In closing, the point is often raised that children are naturally creative and indeed young children are. But it should be noted that their seed of natural creativity can be lost through a dogmatic insistence on one right way to the exclusion of any variations and through fear and uncertainty. To ensure that the benefits of creativity recorded above are enjoyed and realised in full, children need to be and stay creative. It’s the duty of those people with the strongest influence on the developing child-the parents, care givers and teachers- that need to ensure that the seed of creativity is nurtured and grows as they guide the child towards adulthood.

In teaching our children the skills needed to cope and succeed in our modern world, I am reminded of the dream which Laurie Beth Jones tells in her book “Jesus in Blue Jeans.”In the dream she is standing in a meadow when she sees a man approaching her. As the man gets closer she realizes it is Jesus. But he is wearing blue jeans! He sees the expression on her face and says, “Why are you surprised? I came to them wearing robes because they wore robes. I come to you in blue jeans because you wear blue jeans.”

As Neethling and Rutherford conclude in their work “Creativity Uncovered,” the creative teacher of the 21st century will have to shed the robes of that past era and get into blue jeans teaching. Teachers have such power to make or break their students. Many negative labels of the past hang around our necks because of what teachers said and did. Our work as educators is important, often life changing and not to be taken lightly.

Nicky Rodseth

Principal Montessori Life.

References:

- *Kobus Neethling & Rache Rutherford: “Creativity Uncovered”*
- *Rhoda Kellogg: “Understanding the Art of Children”*
- *Montessori Centre International : Creativity Module*



REFLECTIONS OF UNIQUENESS

Submitted by Sumaya Tar Mahomed

From an article: Reflections of Uniqueness

'People are like stained glass windows: they sparkle and shine when the sun is out. But when the darkness sets in their beauty is revealed only if there is light within.'

-Elizabeth Kubler Ross-

We are all born as potential artist equipped with perfectly designed tools to paint the developing portrait of our lives. No two artists are alike.

Each has his own paint brushes, palette and canvas of opportunities. Every artist needs to explore his own paint pigments and brushes, and to develop an individual style which reflects his essence. In this way the canvas will portray his life with its particular purpose and meaning painted in its vivid hues, reflecting its unique beauty. The inner integrity which emerges, transforms a mere painting into a masterpiece that recognises and develops his own unique resources. The primary pigments for painting the canvas of our lives are our values, the ability to reflect and free choice.

Further in the article it is mentioned that all men are unique. Recognition of your own uniqueness, special identity and sense of worth allows you to recognise the same in others. The light in which you cast yourself will reflect on others.

I hope that as we end this year it is a positive end for all Montessori Schools. Hopefully, we have identified in our environment each child's uniqueness and helped each child to be the best that they can be.

SOME MONTESSORI ART AREAS AND IDEAS FOR CREATIVE WORK



An art area with individual activities



Possible materials for collage work



Painting the Planisphere

CREATIVITY WORKS WITH ART

Submitted by Sumaya Tar Mahomed

What is Creativity?

- We tend to think of 'creativity' as art i.e. drawing, painting, writing decorating etc.

Montessori believed that everyone has in them creative powers. The key requirements in Montessori for creative expression are based on concrete or sensorial experiences. Even great artists have a subject to paint and through observation, that artist attains knowledge of that subject.

In order for a child to develop there must be a sensorial and concrete base, through which the imagination emerges.

We should try to incorporate the whole environment in our quest to offer the most perfect environment for the development of creativity:

Here are my thoughts on everyday activities from a Montessori classroom where creative expression is found. Of course all work is creative these are just some examples:

- Practical Life: flower arranging, setting the table
- Sensorial: build on an exercise in a different way, allow time for exploration
- Algebra & Geometry: extensions with the material, patterning
- Language: vocabulary enrichment, rhyming, the freedom of speech & presenting creative exercises with the metal insets.
- Maths: extension with the beads, short bead stair and the snake game
- Cultural: allowing the freedom to research/explore aspects of cultures that leads to creativity. Inspiring the young child to learn about different cultures.

Children are confined/ stifled and creativity is destroyed when:

- Freedom of choice is taken away
- Trauma that a child has experienced is not dealt with appropriately and feelings surrounding the trauma are suppressed
- Adults interfere
- Environment is not well prepared or hasn't got sufficient equipment

We must always remember that children learn through their senses. Remember Aristotle's quote, "There is nothing in the intellect that was not first in the senses."

In traditional schools, most art activities have the children all creating the same artwork at the same time. This may be good for following instructions, but is not always creative. The Montessori environment, with its variety of art materials, which the child may choose from freely provides ample opportunity to explore, create and perfect their creations. The process of creative thinking allows the children to express their emotions and that can bolster self-esteem.

"A man is capable of becoming anything...making use of his own will in his contact with the environment; he develops his faculties and thus becomes in a sense his own creator." *Secret of Childhood*

"Creation here means that mysterious primordial occurrence which gives rise to something which at first did not exist, something which is later destined to grow in accordance with vital laws." *The Absorbent Mind*



What About Free Expression?

By Mario Montessori

*First published in Communications 3/4,
1960 pages 10-19*

'Dr. Montessori only allows drawing with geometrical insets. Is that true?'

'No, it is not.'

'What about free expression? Should it be allowed in Montessori schools?'

This part of the question seems to suggest that Dr. Montessori was against free expression. That is not true either. 'Is geometrical drawing not unnatural and mechanical?'

The first drawing productions of children are geometrical. That is perhaps the reason why young children who come to Montessori schools at 3 years of age - and sometimes earlier - seem to enjoy so greatly this form of occupation. The second fact is that this occupation was not - and is not - introduced as drawing.

One of the aids that Dr. Montessori gives to young children is to analyse a complex discipline into its elements and introduce each of them at a time when the natural tendency of the child is attracted by it. She did this for writing for instance in which discipline she distinguishes several components: the mechanical ability of the hand to follow the dictates of the mind in wielding a writing instrument; the connection of the single sounds composing a word to the symbol representing it (to the letters of the alphabet); following the contour of the symbol (touching sandpaper letters) and visualising the words by putting next to each other in the correct sequence the symbols that represent the single sounds composing the word (formation of words with a moveable alphabet). These elements are given separately, at different moments of the child's life and one day the matured mind makes the synthesis and the child writes. Writing happens in Montessori schools, it is not taught.

But can the results really be called drawings or designs? Work with the metal insets does not teach the child to draw, to reproduce what he

sees. They are a preparation for writing....By making these little designs and filling them in, learning to use pen or pencil is given a more pleasurable and perfect form. Since they also use coloured pencils, drawing the little lines in this form, allows the children to elaborate and to apply the appreciation of colour previously acquired during the work with the colour tablets. In this case they are able to apply this power in making harmonious combinations. But I would reiterate that I do not consider the result to be drawings, although most people continue to refer to them as such. We do not really have a satisfactory word available: We cannot refer to the efforts as writing nor as drawing. It is certainly an exercise, which prepares for writing and, undoubtedly, also is an exercise, which prepares for drawing. It is something that has the characteristics of both - at this juncture nothing is determined.

It is needless to repeat that all this simply serves as a basis, and that the child is free to apply his knowledge spontaneously and will pass from the use of this material to free drawing. This is the reason why we do not, in this material, give a continuous series of objects where the progression is uninterrupted, because our material simply represents what we might call "an inspiration" to stimulate the child to work spontaneously; and what material can there be to correspond to spontaneous work?

The children Dr. Montessori described had acquired the ability to draw and were free. And being free they expressed what they felt. Do children after twelve stop talking or writing? If they stop drawing, it means that they are dissatisfied with their ability to express themselves. Will this phase of the present conception of free expression last? It does not seem so. The free spirit of man who has the physical ability to express himself will use this ability not in copying but also in free composition.

Mario M. Montessori
© AMI, 2001

LOOK ON YOU TUBE:

www.michaelolaf.net

click on the 'creativity' link – Sir Ken Robinson or follow this link:

<http://www.youtube.com/watch?v=iG9CE55wbtY>

The following submission comes from Charl du Toit who attended an UMALUSI meeting and came away with some interesting findings...

UMALUSI- Council for Quality Assurance in General and Further Education and Training

In September 2010 I had the opportunity of attending an information session for the Independent Schools of Gauteng. Even though it was an informative session with a number of, shall we say, "Uncomfortable and Impatient Principals", I still walked out with a feeling of awe for the road that lies ahead for the schools of South Africa. It was reassuring to realise that Montessori is not the only "misunderstood" form of education in our country, and in fact, not even all the "traditional" schools knew exactly what was going on. However, facts are facts, and the question that was on everybody's lips was "Who needs to be registered with UMALUSI, and how do we register?"

All public and private schools must be registered with the Department of Education (and must have an EMIS number). After that registration, the school must register with UMALUSI. However, as per the GENFETQA Act, the National Qualification Framework (NQF) Act, 2008, and other pieces of legislation, UMALUSI is only responsible for the quality assurance of Independent schools that intend for their learners to satisfy the requirements of the National Senior Certificate (NSC). A school offering a foreign or international curriculum does not need to apply for accreditation with UMALUSI. In conclusion this means the following: pre-schools do not need to register with UMALUSI, only primary schools and High Schools offering grade 1 to 12. Remember that if you are only a primary school, your learners may automatically feed into a traditional high school that follows the NCS and therefore you need to be registered.

Once you have contacted UMALUSI through their website www.umalusi.org.za, and registered, they will send you a HUGE file with information on policies and evidence you need to provide. Remember that these are the minimum standards that boil down to the following: give evidence of how you run your school, the teachers in the class and parent/learner happiness.

For evidence you will compile a file with as a self-evaluation through portfolios and policies such as assessment policy and quality management system policy. UMALUSI will receive the evidence from the school and then appoint desktop evaluators - senior and experienced teachers who will visit your school once to do an inspection and to help you. A school improvement list can be compiled and then you need to draft a staff development plan to see that everybody is in compliance with the set requirements. You must have a staff development policy in place stating how staff will be trained. Once this plan is implemented, there must be feedback and a report put together that will highlight common shortcomings or weaknesses as well as plans to remedy these.

UMALUSI raised the following concerns hindering schools accreditation:

- Submission of portfolios of evidence – these portfolios are often not structured or organised adequately.
- Non evaluation of portfolios due to inadequate evidence-try and show as much evidence as possible e.g. do your fire drill policy on a spreadsheet and write the date when you did your fire drill with a sentence or two on how long it took.
- Narratives
- Submission of irrelevant information such as self-evaluation reports.

Interestingly, of the 60 schools of 2009-2010 who did not receive accreditation, 25 schools did not comply with the stakeholder satisfaction policy as they did not give evidence (parents questionnaire), 15 schools did not show financial resources and viability, 13 schools did not have learner support, and 33 schools had limited compliances to school curriculum and qualifications as they did not provide the evidence needed.

According to Chaile Makaleng, representative of UMALUSI, "What needs to be improved in schools is their culture, the quality of interpersonal relationships, and the nature and quality of the learning experience."(Barth, 1990:1037) We must be prepared to do our job, whether or not someone is visiting to check on us.

At the end of the meeting I realised that UMALUSI is not our enemy, but rather our allies as they are there to set a standard, and even though we do most of the things needed from them, we need to show on paper what we do by keeping documented evidence. For those of you who are busy with the UMALUSI accreditation process, I wish you all the best.

“TIME INVESTED IN IMPROVING OURSELVES CUTS DOWN ON TIME WASTED IN DISAPPROVING OF OTHERS.”

SCHOOL CONTRIBUTIONS

Montessori Molo's (greetings) from Coffee Bay!

Molo! We would like to introduce ourselves as a newborn member to the Montessori family. Nestled in the beautiful rural village of Coffee Bay in the Eastern Cape, we are 'Ikhaya Labantwana Montessori Early Learning Centre.

The innovation of Directress, Dawn Brochenin, whose ambition of bringing Montessori to the underprivileged children of Coffee Bay was realised at our opening on 15th February 2010. As the first dedicated pre-school in the area, our commitment is to breaking the cycle of poverty (through education) that has persisted in our area for too long.



Since the happy day, our pink and red stripy door has seen a hive of smiling Montessori activity passing through. All 13 children have blossomed in confidence and self-awareness and are all developing into wonderful 'normalised' little Montessorians.

So far we have a small 5m prepared environment rondavel, a zinc cooking shed, a children's veggie garden and quite a few pieces of Montessori materials, but our curious children have really explored our environment and there are definitely some essential materials missing from our shelves.



If anyone out there has any materials that they are not using or are being stored too long or are slightly damaged, we will gladly relieve you of them. Please contact Dawn on happydays@sustainablecoffeebay.org.za to organize a pick-up date.

We are still a little sapling, but together with our enthusiastic children, dedicated team, wholehearted supporters and Montessori family, we know our future is a really bright one.

We would love for you to join us and follow our progress - www.sustainablecoffeebay.wordpress.com

If you would like more information or have any advice or for us please email Dawn on happydays@sustainablecoffeebay.org.za

Love from us all at Ikhaya Labantwana Montessori

Chameleons Montessori

Fun in the sun Chameleons Montessori Senior Primary Class recently visited the Rainbow Montessori Seniors for a day. Our children were made to feel very welcome as they arrived and happily joined in a group to introduce themselves and get to know each other. From there they got ready for on a walk to a local dam, where apart from really enjoying the social interaction of more peers than usual, they studied the plants and animals around them, making sketches. They collected clay from the dam and sculpted birds, which they took home with them. These are some of the very special activities that they did during their very cherished morning at Rainbow. THANK YOU to all Rainbow children and staff for making our day one to remember!



Teamwork and creativity together create a unique play space for children

A unique opportunity for team building, led the staff from ELF Montessori Teacher Training, Green Compus Initiative (UCT), staff from Shereen's Montessori pre-primary and students from Deutsche Schule Kaapstadt towards exercising their creativity and upgrading the playground at Shereen's Montessori pre-primary. This volunteer work/team building exercise was undertaken during the September holidays with the view to using the limited urban space more efficiently.

With the help of the volunteers the playground equipment was painted, plants and greenery added and unique individual play spaces were created. The mosaic wall – with its mirrors and blackboard, brings the practical life activities to the playground. Children can wash the mirrors, look at themselves at play, or write on the blackboard. On the other side, with the addition of a picket fence and paint, children now have a road (with road signs) to push their tyres and ride their bikes. Those who are serious about plants have a little herb garden to sow and rake. The addition of the bark chips defines the space of the jungle gyms as well as softens the falls of the children.

When the parents and children returned from their September holidays, they were delighted to find a new, exciting and challenging playground.

ELF Montessori Teacher Training



THE ESSENCE OF CREATIVITY 2010

PRIMARY SCHOOL FORUMS

In the past few months, both the Western Cape, and hot on their heels not be outdone – Gauteng North and South organised meetings for their Primary school principals and staff. The get-togethers were largely discussion based and tackled issues ranging from registration with the Department of Education to classroom management and lesson preparation.

Here is feedback from each group – my thanks to Sally Hall and Caroline Bergman for their contributions.

Cape town

A Primary Forum meeting was convened in March this year, attended by 15 people and representing 11 schools. Heidi van Staden was in Cape Town at the time and kindly led this first discussion, where topics of curriculum, training, facilities, management and legalities were raised. Several individuals offered to explore avenues along these lines, and it was agreed that meetings would be held at the various primary schools over time, to encourage inter-connectedness and professional camaraderie.

The next meeting was held on 15th May at the Chameleon Montessori School in Durbanville (Emma Medell and Claire Goffe-Wood), when Suzie Jirachareonkul brought a beautifully produced CD as a contribution for each school, and spoke about our local endangered Leopard Toad. Several topics of general interest were discussed and the need for focused refreshment workshops [eg. the 5 Great Lessons] was clearly identified.

A meeting focusing only on school management matters was also held following the SIG meeting at Auburn House on 29th May, and produced some useful discussion around council regulations, accreditation and similar concerns.

Our last meeting was held at Newberry House on 15th October. Training and professional development were the main topics of the discussion - looking at the options of bringing reputable trainers from overseas to run a course to provide a new powerful input of well-trained Montessori educators as well as sharing skills for existing Montessori educators to refresh and extend their knowledge, and so. There will hopefully be more news on these developments before long. (Sally Hall)

Gauteng

The first meeting of the Gauteng Primary Schools Support Group was held at the Montessori Academy on the 8 October. It was well attended, with almost all the schools represented by their Heads of schools as well as Directresses/Directors teaching in the Primary environments. Topics discussed during the meeting were varied, from issues with The Department of Education, UMALUSI, NAISA and the controversial, proposed new curriculum.

The Heads of schools all agreed that more interaction between the schools is necessary and an Inter-schools sports day is planned for 2011, as well as arrangements for soccer matches between schools and debating team meetings between some of the schools with senior primary environments.

Another popular subject for discussion was Parent Education, with some of the more established schools shedding light on methods used over the years to instil a level of understanding in parents of the Montessori Methods in a Primary environment. A stricter enrolments process also seems to assist in maintaining the integrity of the school's philosophy.

Schools were encouraged to share methods they have found successful in the classroom, the sharing of information and teaching methods between the Directors/Directresses at these meetings should be an important part of this forum, ultimately making the children the beneficiaries.

The next meeting is scheduled for 28 January 2011, to be held at O'Summit Montessori in Bryanston.

Contact Caroline Bergman for more details caroline@montessorischool.co.za or 082 670 1377.

"I must do something" will always solve more problems than "Something must be done."

Vacancies

Centurion Montessori School has a position available for a Pre-school Directress needed to start in January 2011. Please send your CV to school@centurionmontessori.co.za to apply .

Monaghan Montessori in Lanseria is looking for a 2.5 – 6 year Directress with experience and passion. Position available immediately. Please email CV's to besterfamily@telkomsa.net or call Xanthe on 082 455 4802

Montessori Directress needed in Nelspruit area from January 2011 for the 2-3 year group. Applicants need not be qualified but studying Montessori is essential. Please email CV's to taniavdb2000@yahoo.com or call 073 226 0942

Chameleons Montessori School in Durbanville, Cape Town has vacancies for Directresses in both Junior Primary 6-9 and preschool. We are looking for enthusiastic, committed and well-trained Directress' to start Jan 2011. Please send CV's to info@chameleonsmontessori.co.za or phone 021 976 9611.

A Montessori school in Edenvale is looking for an energetic, positive, enthusiastic qualified Montessori Directress for our 2-3 year old group as well as our 5-6 year old group. Please contact Robyn at 083 968 8596 or email your CV to littleminds@gmail.com

Morning Star Montessori in Pretoria has a vacancy for a pre-school Directress. If you are interested please send a CV to jenny@morningstarmontessori.co.za

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**“Our task, regarding creativity, is to help children climb their own mountains, as high as possible.
No one can do more.” Loris Malaguzzi, Reggio Emilia**

**Focus for December issue:
“Holiday and fun ideas”
2010 Deadline for submissions: 20
November**

All articles are contributed by SAMA members. We would love to hear from our readers. Please send interesting snippets, valuable insights and amusing anecdotes to share with others and help make this newsletter an exciting and interesting one. If you feel you would like to contribute, please send to Irmgard via: admin@samontessori.org.za

Available SAMA Products:

- **The SAMA Recommended Curriculum** – an integration of A Montessori Recommended Curriculum with the Revised National Curriculum Statement. For queries and to order, contact the SAMA office. The curriculum is printed and bound, and is available to paid up SAMA Organisational Members for R250.00 and to all other categories of membership for R1000.
- **SAMA Policies and Procedures CDs** – a comprehensive compilation of government laws, acts, and policies on CD 1 and examples from various Montessori schools and resources to use in school management on CD 2, at R50.00 each. These prices are for organisational members only. All other categories of membership may purchase the CDs for R500 per set.
- **SAMA Parents Handbook** – a full colour, beautiful publication, useful to parents as an introduction to Montessori Education. This booklet covers basic Montessori philosophy and is the ideal starting point for parent education. These handbooks are available to SAMA Organisational Members only at R25 per copy. For orders of 30 or more, additional postage will be added.

For more details contact: admin@samontessori.org.za

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